



RELATIONSHIPS AND SEX EDUCATION POLICY 2021

The Kings of Wessex Academy

Relationships and Sex Education (RSE) Policy

Rationale and ethos:

The Kings of Wessex Academy vision of ***'Believe and Succeed'*** promotes the flourishing of students; physically, emotionally, morally, culturally, and spiritually. The Academy believes that education around ***'Respect'***¹ for oneself and others is integral to keeping students safe and building happy and healthy relationships. Relationships and Sex Education (RSE) is an educational entitlement of all students and is an essential aspect of the school curriculum and lifelong learning. RSE is firmly rooted in our PSHE programme and is supplemented by Science and other subjects of our taught curriculum. At Kings RSE seeks to enable young people to feel positive about themselves, manage relationships and have the skills and knowledge to access the infrastructure of support available.

1. Definition of RSE.

1.1 Relationships and Sex Education (RSE) gives young people the information and skills they need to be healthy, happy, and safe, and to manage the challenges and opportunities of modern Britain. RSE equips students to make informed decisions about their wellbeing, health, and relationships. It helps students recognise the importance and value of committed, loving and stable relationships in their many forms. This includes the love, respect and care found within different types of relationships, marriage, and family. It allows students to be educated on sex, gender, identity, equality, sexuality, and sexual health. The Kings of Wessex Academy ensures that the Department of Education statutory requirements for RSE 2020 are met and that RSE reflects our whole school values² and British values. Relationships and Sex education supports the physical, social, moral, spiritual and cultural development of all students within our care, encouraging them to lead confident healthy lives as informed and active citizens.

We view the partnership of home and school as vital in providing the context of this policy and the effective provision of RSE. Consultation with both students and parents is integral in identifying the needs of our students and our community. Schemes of learning, resources and focused events are shared and evaluated with all stakeholders, with support from external agencies regularly signposted.

The RSE policy supports and compliments are Trust and School policies and documents that inform the RSE policy include:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014 and DFE RSE Statutory requirements 2020)
- o Keeping children safe in education – Statutory safeguarding guidance (2021)
- o Children and Social Work Act (2017)

¹ Respect agenda

² PRIDE school values and individual values are in bold italic in this document.

1.2 Relationships and Sex Education has three main elements:

1.2.1 Attitudes and values:

- Learning the importance of values and individual conscience through ethical and moral consideration of case studies and scenarios
- Learning the value of family life, marriage, and civil partnerships, and stable, loving relationships in their many forms, while recognising factors for the nurture of children.
- Learning the values of **respect**, **equality**, and **empathy**; also recognising the school values applied to life examples.
- Exploring, considering, and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

1.2.2 Personal and Social skills:

- Learning to consider different perspectives and beliefs.
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self- **respect** and **empathy** for others.
- Learning to make choices with an absence of prejudice.
- Developing **integrity** by considering the consequences of choices made.
- Learning to discuss and debate with **diplomacy**.
- Managing conflict and recognising methods of resolution and **reconciliation**.
- Learning how to recognise, report and avoid exploitation and abuse.

1.2.3 Knowledge and Understanding:

- Understanding human sexuality, reproduction, menstruation, menopause, sexual orientation, sexual health, physical and emotional health, and wellbeing.
- Learning about contraception and knowing what local and national sexual health advice and services are available and how to access confidential sexual and reproductive health advice and treatment.
- Understanding various methods of family planning, in terms of effectiveness, practicality, personal preference and their social and moral implications.
- Recognising and being able to discuss sensitive issues such as consent, contraception, virginity, celibacy, birth, miscarriage, child rearing, abortion, sexually transmitted infections including HIV/AIDS and technological developments, which involve consideration of attitudes, misconceptions, values, beliefs, and morality.
- Understanding cultural, and religious beliefs regarding relationships, marriage, sex, gender, and sexuality.
- Knowing the characteristics of healthy and unhealthy relationships; considering issues such as exploitation, child exploitation, sexual exploitation, bullying, cyber bullying, domestic violence, and various forms of stereotyping and discrimination.
- Knowing about and recognising coercive and controlling behaviour

- Identifying various forms of exploitation and abuse (including female genital mutilation, religious extremism/radicalisation, and county lines.)
- Knowing how to stay safe online: Internet safety and law with reference to fraud, grooming sexting, pornography, and online bullying.
- Learning about the law, equality and legal rights and responsibilities with reference to the protected characteristics as defined in the Equality Act 2010.

Health Education and Wellbeing:

- Understanding physical, emotional, and mental development and prevention of ill-health.
- Knowing about lifestyle choices and understanding how such choices affect health, wellbeing, and relationships (diet, dental care, personal hygiene, alcohol, substance misuse and other addictions)
- Knowing basic First Aid, cancer prevention-services, and bereavement services.

2. Aims and Objectives.

At the Kings of Wessex Academy, we aim to provide our pupils with an age-appropriate Relationships and Sex Education (RSE) programme that is tailored to student's physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum, revisiting, and building on the RSE delivered within each key stage and in other subject areas (PSHE, Science, RPE, PE, ICT, and the Tutor programme, including Focus days) thus enabling students to make positive choices about their sexual and emotional health, both now and in the future.

2:1 In the secondary phase of school, Relationship and Sex Education should prepare young people for an adult life in which they can:

- Identify what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- Understand the positive effects that good relationships have on their mental wellbeing and self-respect.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Understand the consequences of their actions and have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and others from unintended/unwanted conceptions, and sexually transmitted infections including HIV.

- Avoid being exploited or exploiting others.
- Avoid being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary, treatment.
- Make safe, informed, and healthy choices about a wide range of issues.
- Know how the law applies to sexual relationships, and a range of social issues.
- Having confidence in knowing the rights, and responsibilities of themselves and others.
- Know the importance of the protected characteristics outlined in 2010 equality act.
- Identify when relationships are not right and identify ways to resolve issues.

2:2 Moral Framework

2:2:1 Students will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others, evaluating perspectives in a considered way.
- Learning to show tolerance, **respect**, and care for others.
- Acknowledging the rights, duties and responsibilities involved in sexual relationships.
- Showing compassion, forgiveness, **empathy**, and care when people have different opinions or do not conform to their own way of life.
- Having a **positive** attitude towards the value of marriage and/or family life.
- Acknowledging and understanding diversity regarding religion, culture, and sexual orientation.

2:2:2 Our School PRIDE values are evident within the delivery of RSE as staff deliver RSE with **positivity** and professionalism. Students are encouraged to have self-**respect** and show **respect** towards others. Students are helped to develop **integrity** with well-reasoned and informed ethical and moral decision making, **diplomacy** in discussion and debate, being sensitive and appropriate in response to the subject content, which is planned to promote, inclusion **equality** and **empathy**.

2:2:3 At Kings' RSE is delivered through PSHE lessons and within the wider curriculum, it is underpinned by the Christian character of the school, as there is a wider deliberate cultivation and practice of resilience and character within the student. These include character traits such as a belief in achieving goals and **persevering** with tasks, as well as the personal attributes such as honesty, courage kindness, generosity, trustworthiness, developing a sense of justice and active citizenship.

2:2:4 We believe that RSE will be achieved by providing an environment and atmosphere where students feel safe, relaxed, not intimidated, but focused; and where they have confidence and trust in the knowledge, ability, and skills of their teachers.

2:3 Skills and Attitudes

2:3:1 Students will be helped to develop the following skills:

- Recognising and taking opportunities to develop a healthy lifestyle.
- Communication, including the making and keeping of positive relationships.
- Assertiveness.
- Decision making.
- Risk assessment.
- Managing relationships.
- Conflict resolution.
- Seeking help.
- Active citizenship.

2:4 Content

2:4:1 RSE schemes of learning and mapping documents outline what elements of RSE are taught where and when.

3. Delivery

3:1 Teaching approach:

3:1:1 RSE is taught as part of the PSHE (Personal, Social, Health and Economic Education) lessons, with years 9 and 10 having one hour per fortnight. Year 11 content is taught as part of the Tutor programme. Students having Friday extended tutor time to complete two PSHE units with RSE embedded within.

3:1:2 Sixth form also has a rich tutor programme and events timetabled throughout the year which addresses RSE topics in a practical and informative way; involving visiting speakers and outside agencies.

3:1:3 Students also have RSE topics are reinforced within the wider curriculum, such as within RPE (GCSE Relationships unit), Biology (reproductive system), Computer Science (Online Safety) and Physical Education covering topics such as physical health and wellbeing.

3:1:4 Students also have RSE as part of assemblies where it is deemed necessary, also within designated PSHE Focus days involving a plethora of external agencies and Health care professionals.

3:1:5 Teaching staff attend calendared PSHE/CZ meetings and Tutor team meetings, where time is given for the dissemination of teaching materials, training, monitoring and evaluation.

3:1:6 RSE is delivered by teaching staff who are experienced teachers who are acutely aware of the need for sensitivity in the delivery of RSE. Training is offered to teachers by the relevant subject leader and through CPL staff training.

3:1:7 Content is delivered in a considered way, presenting facts in an objective, balanced and sensitive manner, within a clear framework of values and an awareness of law, regarding sexual health and relationships.

3:1:8 All staff are aware of safeguarding procedures and log any concerns regarding student welfare using Edukey: Safeguard our school. The designated Safeguarding lead is notified and takes appropriate action.

3:1:9 All students are aware of how they can report concerns and can access support. Support services and agencies are clearly signposted in all resources and other media platforms such as Firefly, school website and school Twitter feeds.

3:1:10 The Curriculum audit of where RSE is delivered in the curriculum can be found in the Appendix.

3:1:11 A variety of teaching and learning styles is used to give students relevant information; to enable moral issues to be explored through discussion and to acquire appropriate skills.

3:1:12 Our RSE and Health Education embrace the aims and objectives of the policy and is taught through a range of teaching methods and interactive activities, including class discussion, video clips, work booklets, discussion of case studies, group problem solving and demonstrations of safe behaviour, among other techniques.

3:1:13 High quality resources support our RSE provision. The Academy are members of the PSHE association and incorporate quality mark approved resources into the syllabus.

3:1:14 The PSHE lead works closely with other members of the pastoral team to review, evaluate, and update resources to ensure that they appropriately support the students and uphold the values of the school and enrich the King's curriculum.

3:2 Inclusion and Equality

3:2:1 Students are taught in mixed ability and mixed gender groups, although there is some flexibility in this arrangement for special events or gender specific work.

3:2:2 The teaching of RSE and Health Education is explored in an inclusive manner regardless of sexuality, gender, race, religion, or sexual orientation. Every effort is made to use inclusive language in the educational resources and the delivery of RSE.

3:2:3 Lessons are discreetly differentiated to ensure that all students can access the curriculum in line with the Equality Act 2010. In some cases, at Kings, learning support, Inclusion or Aspire may deliver the content with individuals. This will be done on a case-by-case basis and may involve a mix of one-to-one support and classroom delivery if this is in the best interest of the student, considering their learning, and wellbeing needs.

3:2:4 Where appropriate, Kings might put in place additional support for SEND students and those students with protected characteristics as outlined in the 2010 Equality Act (which mean that they are potentially at greater risk). This might mean adding or changing content of lessons to reflect the needs of these students.

4. Safeguarding

4:1 A safe learning environment is secured by:

- Establishing clear ground rules within the classroom so that students are aware of the parameters.
- Correct vocabulary is used, and information is delivered in a factual non bias way.
- No one is forced to answer questions regarding RSE but can volunteer or pass.
- Using a range of distancing techniques to allow students to discuss topics in a more detached manner.
- Answering questions in an honest and factual manner where appropriate. When questions are deemed to be too explicit or inappropriate, teacher acknowledges and deals with it outside the whole class setting.
- Giving opportunity to raise questions anonymously.
- Informing students about all avenues of support within the school and from external agencies.
- Any concerns are followed up in line with the school's safeguarding policy and procedures.

4:1:2 To make sure the content is appropriate for each year group and students within that year group. The PSHE lead will consult with pastoral leads within the school. This results in the lead for PSHE making sure that the staff delivering the content are made aware of any issues that might affect their students. It also ensures that the curriculum will meet the individual needs of its students.

4:1:3 All staff are aware of safeguarding procedures and log any concerns regarding student welfare using Edukey: Safeguard our school. The designated Safeguarding lead is notified and takes appropriate action.

4:2 Confidentiality

4:2:1 The school will work within the guidelines set out by the DFE's Child Protection circular 10/95 "Protecting children from abuse": The Role of the Education Service"-working with the designated teacher for Child Protection issues. All staff will have been updated on the most recent KCSIE legislation.

4:2:2 It is only in the most exceptional of circumstances that the school could be in the position of having to handle information without parental knowledge.

4:2:3 We will reassure students that their best interest will be maintained, encouraging them to talk to their parents or carers and giving them the support to do so.

4:2:4 We will ensure that students know that teachers cannot offer unconditional confidentiality.

4:2:5 We will assure students that if confidentiality has to be broken, then they will be informed first and then supported as appropriate.

4:2:6 If there is any possibility of abuse, the school's Child Protection Policy will be followed.

4:2:7 We will ensure that students are informed of sources of confidential help e.g. counsellor, professional agency, nursing team or GP

4:3 External Visitors:

4:3:1 Any visitors used to help in the delivery of RSE will be DBS checked and accompanied.

4:3:2 Visitors will be clear about the boundaries of their input and will be aware of the RSE curriculum, relevant school policies.

4:3:3 Visitors work will be planned and agreed by the relevant subject leader and Head of Faculty and will also be subject to monitoring and evaluation.

5. Working with Parents and other stakeholders.

5:1 The school is committed to working in close partnership with parents and carers who are also key people in teaching their children about sex and relationships. Parents/carers are invited to attend open evenings and to have consultation opportunity to discuss the school's RSE policy and programme, and to view the teaching materials and resources that will be used.

5:1:2 The RSE provision offered by the Academy should be complimentary and supportive to the role of parents. To achieve this, the 1988 Education Reform Act (section1) states that all pupils should be offered the opportunity of receiving a comprehensive, well planned programme of sex education during their school careers through a curriculum which:

(a) "promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society" and

(b) "prepares such pupils for the opportunities, responsibilities and experiences of adult life."

5:1:3 The right of withdrawal from September 2020:

The statutory guidance for RSE and Health Education came into effect September 2020:

- Parents **will not be able** to withdraw their child from any aspect of **Relationship Education** or **Health Education**
- Parents **will be able** to withdraw their child (following discussion with the school) from any or all aspects of **Sex Education**, other than those which are part of the Science curriculum, **up to and until three terms before the age of 16.**
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from Sex Education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

5:1:4 A parent or carer who is concerned about any element of this policy or is unhappy about their child's participation in **Sex Education** within the RSE provision, should discuss their feelings with their child's Head of House or the Deputy Headteacher (pastoral).

5:2 External Visitors

5:2:1 Parents will be informed via the school bulletin or in other forms of school communication of external visitors, visits and specialised talks.

5:3 Organisation

5:3:1 The overall planning and delivery of the RSE programme will be co-ordinated by the Deputy Head (pastoral) in close consultation with the Head of PSE/RPE and other Faculty and Subject Heads.

5:4:2 Liaison with other Trust school subject leads also feed into the intent, implementation, and impact of the provision.

5:4:3 The updated policy will be informed by students, pastoral leads, parents, and other stakeholders. Questionnaires, focus groups, and consultations where parents and students can discuss examples of material, help to guide the construction and effectiveness of this policy.

6. Monitoring and Evaluation.

6:1 The effectiveness of this policy is monitored by the School Leadership Team, who will seek evidence from:

6:2 Comments from students

6:3 Comments from parents

6:4 Subject monitoring and evaluation including the use of parent and student questionnaires.

7. RSE policy review date.

7:1 This policy will be reviewed annually.

7:2 It will be reviewed by the Deputy Head (pastoral), the PSHE Lead, and the Governors.

7:3 This will ensure that the RSE curriculum continues to fulfil the needs of the students at the Kings of Wessex Academy

Date Policy drafted/ adopted February 2021